**Lesson Plan Format**

**Teacher Candidate:** Lannie Bass

**Grade Level:** 5th  **Date of lesson:** November 21, 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**5SSK7:** Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

**5SSK6:** Students differentiate between primary and secondary sources.

**5E2b.7:** Write or deliver research reports developed using a systematic research

process (define the topic, gather information, determine credibility, report

findings), and that:

a. use information from a variety of sources and document those

sources, and

b. demonstrate that gathered information has been summarized and

organize information by categorizing and sequencing.

As a result of this lesson, students will be able to research, evaluate, and combine information about the Harlem Renaissance from varied resources.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

From the previous lesson students know how the Harlem Renaissance came about and that music, poetry and art are a few forms of creative expression shown by African Americans.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will be able to research, evaluate, and combine information about the Harlem Renaissance from varied resources.
* Students will be able to work together in groups to collectively brainstorm and combine research information previously gathered. (for exhibit)

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Assessment will be based on student contribution to their group. They will also be assessed on their reflection journals responses.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Computers

Internet

Concept map handout

Poem: The Day Breakers by Arna Bontemps

Classroom Museum Exhibit Rubric

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Indirect Instruction: Student involvement in observing, investigating, drawing inferences from data.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Begin by asking students if they had any questions about what we learned the day before. After all questions are answered, I would then read a poem by Arna Bontemps called The Day Breakers. I will inform students that that particular poet along with many others wrote touching and insightful pieces of poetry. Many poets of today have referenced poets such as Arna Bontemps, Langston Hughes and many more.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

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|  | |  |  | | --- | --- | |  | 1. Allow students to get back into their groups to combine and organize information previously gathered. 2. Hand out a concept map to help organize their thoughts and research information. 3. Model for students, as a refresher, how to use the handout. 4. Tell students that they will use the information they’ve collected to create a class museum exhibit. | |  | 1. Ask students to share their thoughts on what constitutes a good exhibit. Such as: images, text that observers can read, audio pieces, etc. Encourage various responses and remind students to think about different perspectives as they create their group exhibits. | |  | 1. Distribute the Museum Exhibit Rubric and discuss each item. Tell students that each exhibit should include (but is not limited to) the following elements:  * Examples of the artist’s, musician’s, or poet’s work. * Background information on the artist’s, musician’s, or poet’s life. * A visually interesting backdrop for the exhibit that captures the spirit of the Harlem Renaissance. * A written or recorded guide to viewing the exhibit: * Students should design the guide to enhance the viewer’s experience and summarize key elements. Tell them to think of the guide as a road map to guide viewers as they move through the exhibit. For example, students may choose to select a group member to act as a tour guide for their classmates or create an audiotape that highlights main features of the exhibit. | |  |  | |  |  | |
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|  | 1. Students will be given an allotted time to conduct additional research (if need be) on selected artists/art, musicians/music or poets/poetry of the Harlem Renaissance. 2. Any questions, concerns or confusion on what needs to be done can be addressed during this time. |
|  | 1. Lastly, students will be allowed 15 minutes to write down something they have learned (as many as they want), something that they want to learn (as many as they want) and additional questions that they may have for me in their reflective journals. |
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**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.

After students have finished reflecting in their journals, I will then let them know that tomorrow they will get more time to work on their exhibits. I will bring in basic materials; students will be allowed to bring in additional items to encourage creativity and uniqueness to each group.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | 1. Madison is a, gifted student but has trouble staying on task. 2. She often gets distracted and forgets what she is should be doing. She also has trouble transitioning. | I will make sure that Madison is aware of the class schedule that is written on the board. When it is time to transition to the next activity, either her peers or myself can help her stay on track. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?